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AUTHOR Orsomarso, D. Frank
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ABSTRACT

This report describes a practicum project that attempted to develop a management by objectives (MBO) model appropriate for use in the Newington (Connecticut) public school system and to train selected Newington administrators in the use of this management system. The Newington MBO model was designed to cope with a number of existing problems in the district; since most of these problems involved the high school, initial use of the MBO system was limited mainly to high school administrators. Newington administrators who used the MBO model during the 1974-75 school year stated that the model was of great value to them. A number of administrators from other school districts who reviewed the Newington MBO model felt that it would be of value in their districts as well. (JG)

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MANAGEMENT BY OBJECTIVES FOR THE NEWINGTON PUBLIC SCHOOLS

By

D. Frank Orsomarso

Submitted in Partial Fulfillment of the Requirements
For the Degree of
Doctor of Education
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Coordinator: Dr. Rocco Orlando

Maxi II Practicum

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ABSTRACT

The purpose of this Maxi II Practicum was to demonstrate that management by objectives can be utilized by school administrators to improve their school and school system and provide a reasonable procedure through which change and direction can be facilitated.

INTRODUCTION

Change has pushed man faster and further than the institutions charged with his education can respond. Alvin Toffler coined the term "future shock" to describe the impact of the force of change: a force that produces a "shattering stress and disorientation" on people, caused by subjecting them to "too much change in too short a time." [1]

Change is having a significant impact upon the schools, their organizational structure, programs, and the demands placed upon it for results. Among such changes are:

1. Increased role of schools as an agent for social change;
2. Increased demands by students and parents that the school become more responsive to the individual needs of its students;
3. Greater participation by instructional personnel in the decision making process;
4. Increased cost for the operation of schools, with a large portion of this cost going for wages of professionals; and
5. Decrease in financial support by the community.

Continued change creates problems. Lack of planning permits problems to evolve into crises which demand more time than is readily available. Schools must utilize formal and systematic planning to determine future goals and the methods for obtaining them.

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[1] Alvin Toffler, Future Shock, New York: Random House, 1970, p.2

As school operations have grown more complex, administrators must be made to realize that changes in management techniques are required. This is necessary in order to evaluate the effectiveness with which education is meeting the needs of the society it is created to serve. Techniques are required that permit proper evaluation of alternative courses of action in maximizing the utilization of scarce resources. The increasing involvement of students, teachers, parents, and community in the decision-making process makes the development of such improved techniques even more imperative.

To effectively operate a school in today's society, an administrator must be capable of providing both good management and educational leadership. Hence, to meet the new demands as just described, consideration must be given to a management system already utilized by industry--Management by Objectives. This system has the potential to improve the quality of education, to maximize the utilization of available resources, and to measure the effectiveness of programs. The system also provides a formalized method and approach to the improvement of the ability to organize, obtain results, and adapt rapidly to changing conditions.

The purpose of this practicum was to develop a Management by Objectives (M.B.O.) model which will formalize, structure, and systemize basic concepts of management for school administrators. Presently, school administrators are unfamiliar with management techniques to meet the challenge of change. There is no formal and positive process for establishing goals and objectives to achieve results demanded by the community.

Methods presently being used for the appraisal of administrators are not achieving desired results. New procedures and evaluation techniques are needed. The establishment of an M.B.O. system will offer a positive approach towards achieving improved management performance by school

administrators which, in turn, will increase a school system's effectiveness and efficiency.

The practicum will illustrate how an M.B.O. model can be designed and will demonstrate how managing by objectives creates a management system for planning and obtaining results in the direction that management desires and needs to take while meeting the goals and satisfactions of its participants.

It is hoped that an M.B.O. model can be a design for leadership which will provide a basis for the determination of administrative effectiveness of educational managers.

An M.B.O. system can develop an organization for instruction which will encourage administrators and teachers to demonstrate a high degree of initiative, professional growth, greater school and community involvement, and higher overall administrative-teaching performance.

The implementation of M.B.O. into an educational system represents a real challenge since it is more difficult to put into practice than in business and industry.

MANAGEMENT BY OBJECTIVES

FOR THE NEWINGTON PUBLIC SCHOOLS

BACKGROUND

Management by Objectives - What is it?

Schreiber and Sloan view Management by Objectives as "a management process by which work is organized in terms of achieving specific objectives by set times." [2]

Joseph Ryan placed more emphasis on leadership, the team approach, and people:

> "Management by Objectives is a method of leadership which successful executives have been using for generations. It requires the individual executive to develop his own managerial objectives as part of a team striving for a corporate objective agreed and understood by all. It allows the individual executive to accomplish the required results in his own way, so long as this does not interfere with achievement of his own or corporate objectives. In short: you organize your subordinates to help you win your objectives." [3]

Morrisey viewed M.B.O. as a management approach that sought to determine:

1. What must be done (after careful analysis of why it must be done);
2. How it must be done (the program steps or plan of action required to accomplish it);
3. When it must be done;
4. How much it will cost;

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[2] D. E. Schreiber and S. Sloan. "Management by Objectives," Personnel Administrator 15:20-26; May-June 1970.

[3] Joseph Ryan, "How to M.B.O." Management Today, April 1971, pp. 66-70

5. What constitutes satisfactory performance;

6. How much progress is being achieved;

7. When and how to take corrective action. [4]

The basic strategy of M.B.O. is to focus on objectives and results. Management by Objectives can direct individual behavior in an organization towards goal setting.

According to Odiorne, the system of management by objectives can be described as a process whereby the superior and subordinate managers of an organization jointly identify objectives, define each individual's major area of responsibility in terms of the results expected and use these measures as guides for operating the organization and assessing the contribution of each of its members. [5] It assumes that certain basic performance requirements are met on a continuing basis and emphasizes the continual analysis of the operation with the purpose of improving the results accomplished by either the organization or by specific individuals.

Although M.B.O. is a new approach in education, its use has been expounded in the industrial area by Peter Drucker and Douglas McGregor. Drucker, in his book the Practice of Management, believed that progress can best be measured in terms of what one is trying to make progress toward; that is, through the clarification of objectives. [6] Drucker talks about the necessity of having a true team and welding individual efforts into a common effort. He points out that each member of the team, regardless of where he is in the organization, needs to understand the objectives of

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[4] G. I. Morrisey, Management by Objectives and Results, Reading, Mass.: Addison-Wesley Publishing Co., 1970 p.3

[5] George S. Odiorne, Management by Objectives, New York: Pitman Publishing Corp., 1965, 55.

[6] Peter F. Drucker, The Practice of Management, New York: Harper and Row, 1954, pp. 121-136

the whole organization and to see how his performance is contributing to these overall objectives. Management by objectives, according to Drucker, substitutes internal control for external control because the individual sees that his objective demands it. He acts because he decides he must. The greatest advantage of management by objectives, according to Drucker, is perhaps that it makes it possible for a manager to control his own performance. [7]

Douglas McGregor in his book The Human Side of Enterprise formulated two antithetical theories of management of human enterprises under the title of "Theory X" and "Theory Y." The theories are two extreme ends of a management point of view. Assumptions contained in "Theory X" are that human beings are lazy and incapable of handling the tasks given to them since the average human being has an inherent dislike of work and will avoid it if he can. Because of this human characteristic of dislike of work, most people, according to "Theory X," must be coerced, controlled, directed, threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives. [8]

Assumptions contained in "Theory Y" are that human beings can become self-directed in the service of objectives to which they are committed. According to "Theory Y," the essential task of management is to arrange organizational conditions and methods of operation so that people can achieve their own goals best by directing their own efforts toward organizational objectives. [9]

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[7] Ibid, p. 130

[8] Douglas McGregor, The Human Side of Enterprise, New York: McGraw-Hill, 1960, p.147

[9] Ibid, pp. 147-148

The average human being learns, under proper conditions, not only to accept, but to seek responsibility. [10]

"Theory Y," therefore, suggests that personnel can become self-directed and can increase their productive capabilities if properly approached, motivated, and supervised.

Most educators are reaching out for elements of "Theory Y." Participation by teachers in defining organization goals, self-assessment and appraisal of skill levels and of performance, specific target setting, shared appraisal procedures and relation of organizational goals to individual ones are chief features of these guidelines. Only by basing supervisory organization and behavior on "Theory Y" do we have the maximum probability of achieving their various needs within the goals of the organization.

M.B.O. is a sequential process, a series of successive plans developed on the basis of man's performance and future expectations. Regardless of the size of the organization and the importance of the undertaking the total achievements are merely the sum of the individual achievements. The final results are always dependent upon individual results. Only by helping each individual understand what is expected of him can goals be reached in the shortest time and at the lowest possible cost in resources. [11]

Large organizations have been criticized for working against the development and expression of individuality in their employees. The image of the man who does not rock the boat and fits well into a somewhat mechanical pattern has long since been recognized. In the face of these challenges to individuality, M.B.O. provides a refreshing alternative approach. The

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[10] Ibid, pp. 147-148

[11] Marvin, Philip, Management Goals: Guidelines and Accountability, Homeward, Illinois: Dow Jones-Irvin, Inc., 1969, pp. 57, 68

system encourages and maximizes managerial independence and rewards the individual who is best able to obtain the results necessary for organizational progress.

Management by objectives tend to discourage extreme and unjust treatment of men who may be totally unaware of their personal shortcomings. An individual who has an understanding about his job knows what is expected of him and can concentrate on meeting and perhaps even exceeding his objectives. His attention is given to producing desired results and this creates an atmosphere for achievement and reward.

M.B.O. is a new way of administration. It presumes that the initial step in school management is to identify the goals and objectives of the school district. Once goals and objectives have been identified, procedures for assigning responsibilities among individual school personnel members are established in such a way that their combined and concentrated efforts are directed toward achieving the goals of the school system.

M.B.O. assumes that individual performance or behavior is more important than the personality of individuals and that the performance or behavior should be identified in terms of results measured against established goals or objectives. Responsibilities among individual school personnel members are established in such a way that their combined and concentrated efforts are directed toward achieving the goals of the school system.

Although management by objectives is business orientated and uses the language of the operational industrial or business environment, the management of a school system is a business requiring similar kinds of procedures and techniques. The fine line between "business" and "education" is primarily one of terminology rather than practice.

Management by objectives is a pattern of supervision whereby a school administrator's areas of responsibility are reviewed and the results to be achieved are predetermined as accurately as possible. Management objectives are designed by the subordinate. These objectives are not fully formulated until approved by the superior. In all instances, objectives are written so that there will be no question as to what the individual had in mind.

The chances of accomplishing objectives become greater where there is a clearer idea of what is to be accomplished. This is an important feature of management by objectives.

Management by objectives, therefore, identifies the fact that we work, or manage, in order to accomplish objectives. What is done and how something is done is completely dependent on the objectives.

M.B.O. can take existing goals of a school system and render them 1) clear, 2) visible, and 3) operational. M.B.O. can inject a high degree of flexibility into decision-making procedures. It is, more than anything else, a "follow through" strategy for managerial decision-making. Its concern lies not only with the problem of making the right choice, but also with the problem of building an effective course of action once the managerial decision has been made. Hence, there is nothing new about the concept of M.B.O. when it is viewed in the context of individual decision-making.

M.B.O. is process oriented. It is a general approach that can be applied to all types of institutions, including education. It is a process that is useful in attacking a variety of administrative problems as well.

Possibly the most important result of M.B.O. is simply the scheduled and periodic stopping and reassessing of where the system is and where it is going.

Management by objectives offers a guide for planning. It provides for effective management control. It increases control through clarification of purpose. It provides effective performance evaluation strategies. An administrator knows exactly what he has to accomplish within a stated period. He knows where he's supposed to be heading and he can be held accountable if he doesn't get there.

M.B.O. is a management tool. It is an opportunity for each professional staff member to exercise true leadership. It provides the educator that rare opportunity to be in the position of knowing what needs to be done and how much it will cost. Then, the burden for deciding what will be done rests with those who allocate the resources and they will obtain only that for which they are willing to pay.

Relationship Between M.B.O. and P.P.B.S.

Little effort has been made to identify explicitly the relationship between M.B.O. and P.P.B.S. Although M.B.O. emerged from the private sector, while P.P.B.S. emerged from the public sector, in practice, both complement each other and contribute to an overall improved management structure.

P.P.B.S. has been introduced in many school systems to improve accountability, while M.B.O. tends to be introduced to justify productivity increases such as better manpower utilization and to give better services.

Both P.P.B.S. and M.B.O. start with and stress the importance of objectives. Operating in the M.B.O. mode can facilitate operation in the P.P.B.S. mode. In P.P.B.S., the end product is a decision about how resources are to be allocated and used. In M.B.O., the end product can be many things such as the appraisal of the productivity of staff members, more effective motivation of managers, a generalized management planning and control system.

The major difference between P.P.B.S. and M.B.O. is in the area of evaluation.

P.P.B.S. tends to focus on program evaluation as opposed to people. This is the reason why P.P.B.S. is not as threatening to a lot of school districts and why there has been more interest and development in P.P.B.S. than M.B.O.

Because M.B.O. is focusing on people, there is going to be a decision made at some point in time in which they are told that they are incompetent. The evaluation of performance is a lot more threatening, because it deals with the kinds of criteria used to judge an employee.

P.P.B.S. never really deals with that issue very much. If a program is not achieving expected results, an inservice program is set up to improve teacher performance or more resources are committed to improve the program. In P.P.B.S., programs are evaluated. In M.B.O., people are evaluated. This is a basic distinction.

That is the reason M.B.O. and P.P.B.S. can be viewed as complementary and compatible outcomes - oriented management systems. You really cannot do one without the other. The procedures used to evaluate people certainly should be related to what happens to youngsters in the various instructional programs. They are two wings of the same bird.

In P.P.B.S. a program structure is essential. Programs have to be identified prior to establishing a program budget and prior to establishing a program evaluation criteria.

In M.B.O. a table of organization is essential that is based on the functional role of the administrators. Both M.B.O. and P.P.B.S. have the need for goal setting.

In P.P.B.S. you have:

1. program goals
2. program objectives.

In M.B.O. you have:

1. performance goals
2. performance objectives.

Both M.B.O. and P.P.B.S. are concerned with purpose or results. The major focus in P.P.B.S. is on what happens to the learner. In M.B.O. the emphasis is on what the teacher or administrator is doing.

P.P.B.S. and M.B.O. ought to be directly related. As administrators are writing their objectives in a M.B.O. format, they ought to include certain of their P.P.B.S. responsibilities. P.P.B.S. responsibilities of administrators should be spelled out in writing their management objectives. In the past, there was often no relationship. It was as if they were unlike concepts.

In the successful implementation of either P.P.B.S. or M.B.O. the following must take place:

1. The superintendent of schools has to play a major role;
2. Inservice training must take place to explain the systems;
3. Provisions should be made for staff involvement. It should not just be formulated in the central office;
4. The school district should be well organized;
5. Intentions of implementing P.P.B.S. or M.B.O. should be announced to the total staff.
6. There has to be commitment and resources;
7. There has to be consideration for the human side of accountability since these are the concerns of teachers when implementing an M.B.O. or P.P.B.S. system.

STATEMENT OF PROBLEM

In response to the growing national grumbling about a need for educational accountability and the problems posed by a changing society upon public schools, the administration and management of schools has come under critical review.

The changes that have taken place in our society created numerous problems for the Newington public schools. Today's youngsters are exposed at earlier ages to more information and accelerated experiences. As a result, youngsters see more, do more, and know more than their predecessors. Administrators in a number of schools were unable to cope with the problems presented by a changing society and community. This was particularly true in the high school where management techniques were being questioned by board of education members, central administration, parents, teachers, and even students.

Administrators were managing the high school on the basis of "crisis management." They would react to problems in a school rather than plan and anticipate how to prevent the occurrence of problems. High school administrators were too busy putting out "brush fires" and stated that they had no time for planning which would prevent problems.

Conditions at the high school presented problems that were of immediate concern to the board members and parents of the

Newington school system. Consequently, the high school principal had to give a report to the Newington Board of Education in a scheduled public meeting delineating how he would propose solutions to very significant problems which were occurring at the high school. Such pressing problems were:

1. Lack of supervision in corridors and hallways;
2. Vandalism by students to lavatories;
3. Poor supervision of teaching staff;
4. Poor performance by athletic teams.

The board of education was requesting, therefore, more accountability of the high school principal and his assistants. The board of education, in effect, was evaluating the performance of high school administrators. Their role should have been formulation of policy and not evaluation of school administrators. The board of education assumed the role of the evaluation of school administrators' performance. Since there was no formal evaluation plan for the evaluation of school administrators, the board of education had stepped into this vacuum. The board reacted to problems and complaints by parents. They were not capable or professionally trained to evaluate school administrators.

As the board of education was demanding more accountability, I analyzed the data obtained at the hearing of the high school principal and attempted to draw some conclusions as to the basis for the problems. These were as follows:

1. High school principal and assistants were rarely visible to students or teachers.

It was a practice of the principal to sit in his office and isolate himself from the problems of a high school with a student body of 2,000. The students could not recognize the principal from other adults in the school. Teachers, also, rarely saw the principal. The principal or his assistants rarely visited classrooms. Teachers who had students that were discipline problems always sent students to the principal or his assistants. Hence, the only communication that existed between the students and the high school administration was in a disciplinary setting. The high school administration did not know the students. While the school administration was busy disciplining students, other students would be vandalizing the lavatories. Vandals knew that high school administrators would never be present to witness their negative behavior. Vandals also knew that teachers would not find them in the lavatories, since they rarely supervised corridors and hallways. Teachers stayed in their classrooms and made no effort to appear in corridors, hallways, or lavatories since administrators were never visible in these areas.

2. Poor performance by athletic teams

The high school administration rarely gave support to athletic contests either by attending games or by organizing parents as boosters or supporters. The principal or his assistants did not attend any of the athletic games. Parents, players, faculty, and board of education members rarely saw the principal or his assistants at any of the football, basketball, soccer, or baseball games, and the morale of the players on the athletic teams was low.

3. Poor Supervision of teaching staff

Since much of the time of high school administrators was spent in their offices, it was apparent then that very little of their time was spent in supervising classroom instruction. Teachers were rarely observed. Furthermore, administrators lacked competencies in supervisory skills. They did not know how to observe and collect data during the teaching of a lesson. They did not know the difference between data and inference. They did not possess the skills necessary to conduct a supervisory conference. Administrators lamented the lack of time available for supervision.

A closer examination revealed several more problems that added to the concerns of the Newington Board of Education. These were:

1. Poor communications with parents;

2. Poor communication and rapport with students by administrators;

3. Administrators were unresponsive to telephone calls;

4. Students clamored for a review of course requirements for graduation;

5. Board of education never received feedback as to what happened to its product (students) after they graduated from Newington High School;

6. Board of education requested data as to the level of competency that high school students were functioning;

7. Board of education requested an indepth study of weighted grades in determining class rank;

8. Parent advisory groups did not exist at the high school;

9. Little recognition was given to students who achieved academically.

DEVELOPMENT AND IMPLEMENTATION OF STRATEGY PLAN

The plan and strategy used to cope with the problems existing in the Newington school system, particularly the high school, was a) to design and develop a Management by Objectives (M.B.O.) model, and b) to apply this management system to selected Newington administrators. Since most of the problems revolved around the high school, the management system was applied mainly to high school administrators.

One way to achieve accountability as sought by the board of education was to provide a management system that would provide a reasonable procedure through which change and direction could be facilitated. I believed that the strategy represented by applying M.B.O. would focus the school district's resources toward defined directions in solving existing problems.

Developing an M.B.O. model was the most feasible and effective way to resolve some of the problems existing in the school system which were of deep concern to the Newington board of education and the community.

For changes to occur, new management procedures had to be adopted. I had to provide a design to deal with what was wrong. I had to provide a remedy for not only what was wrong presently, but I also had to design a method which could be used by administrators in the future when problems arose.

My strategy model also directed administrators to deal with problems which were most immediate--problems that had to be dealt with this year. Other problems, as previously stated, could be resolved in future years by utilizing the M.B.O. model.

The M.B.O. model was intended as a blueprint for school administrators. Once problems were identified, objectives could be established by administrators and methods and plans for the achievement of these objectives during the year could be formulated. Some of the objectives would be achieved while some would not. If they were not achieved, objectives could be recycled during forthcoming years.

The strategy was to simplify and clarify the managerial process operating within a school system so that administrators could manage by objectives or manage for results. The M.B.O. model could also be used as a vehicle for the improvement of management performance. Improvement of administrative performance was one of the major purposes of this new management system. New management techniques were needed to cope with the problems resulting from changes in our society and demands for accountability.

The objective was to devise a model plan that any administrator could follow to remedy problems which might occur in his school. It was my intent that once problems were identified, I would have available for them a model which they could follow to resolve their problems. If an administrator could understand

the treatment as prescribed in the M.B.O. model, attempts could be made by them in resolving problems occurring in their schools.

It was hoped that by implementing this objective of devising a model M.B.O. plan, some of the problems illustrated previously would be corrected.

THE DESIGN AND DEVELOPMENT OF THE M.B.O. MODEL

In designing an M.B.O. model, I had to keep in mind that I had to devise a plan whereby an administrator would know exactly what he had to accomplish within a stated period.

As preparation for the designing of this model, I did the following:

1. I attended the National Academy for School Executives which held an academy seminar on management by objectives. This was held in Miami Beach, Florida. Dr. Steve Knezevich, professor of Educational Administration at the University of Wisconsin, and Dr. Samuel Goldman, Dean of the School of Education at Ohio University, were seminar professors.

   The seminar dealt with an understanding of M.B.O. and how M.B.O. could be applied. It also reviewed strategies for the implementation of M.B.O.

2. As a former student of Dr. Peter Drucker, noted management professor at New York University, I had been exposed to management by objectives during his lectures. I reread his book "The Practice of Management."

3. I also became familiar with the works of Douglas McGregor who espoused new management theories.

4. I attended M.B.O. management conferences conducted by Dr. Harry Hartley, now Vice President of the University of Connecticut and formerly Dean of the School of Education at the University of Connecticut.

After exposing myself to lectures, conferences and the literature, I was ready to design the model. Much thought and effort went into this phase of the practicum. As I will mention in the model, a great deal of preliminary work was necessary.

First, I had to have the solid support of the Superintendent of Schools, and the board of education. Next, I had to set up an orientation program for the school administrators so that they would understand some of the objectives I was attempting to achieve.

The orientation period provided a time for administrators to understand that applying M.B.O. to their particular situation was a developmental process. Under the best of conditions, "bugs" will continue to exist, especially during the first few years. It may take several years of hard work to accomplish the objectives set forth by an administrator in applying the M.B.O. model. The orientation program enabled the administrators to enter the arena of M.B.O. How they will play in the arena is another matter.

In designing an M.B.O. model, I conceived that there were eight major steps or components to the model:

1. Development of Systemwide Goals;
2. Inservice Training;
3. Job Descriptions;
4. Identify Performance Objectives;
5. Plan for the Achievement of Objectives - Initial Conferences
6. Monitor Performance - Interim Conference
7. Performance Appraisal Review - Final Conference

STEP 1 DEVELOPMENT OF SYSTEMWIDE GOALS

Paramount to the successful implementation of M.B.O. is the development of systemwide goals. The challenge to school administrators is to provide a goal-setting "umbrella" where personal targets can be sighted and reached by individuals at all levels of the enterprise. School administrators must recast its concept of systemwide goals in this perspective. They must integrate the goals of the organization with the goals of its members and make personal goals attainable within the school system framework.

The integration of school system and personal goals does not mean that the staff must adopt systemwide goals as a replacement for their own. It is equally wrong to assume that the sum of staff goals will equal the goals of the school system. Such assumptions lead to conflict between administrative employees, with each pursuing paths that lead away from achievement.

Personal goals and systemwide goals need not be the same; they must simply be compatible. Compatibility, or better, achievability, of systemwide and personal goals is possible even though they are different.

Goal Definition: A goal is a broad direction, general purpose, or intent. It is not concerned with a specific achievement in a specified time period. Goal statements represent a distillation and formalization of school district needs. Development of goal statements is the first step in the analytical process required to organize components of the district in manageable, recognizable entities. Goal statements may be organized into hierarchical arrangements, i.e., district goals. This applies equally to the instructional as well as the non-instructional aspects of school district operations.

A goal is a continuing purpose that provides a sense of direction through time. A goal is general in scope and may be thought of as providing a direction or an aim for school districts to work toward. Goals are not stated in measurable terms; they usually do not have a time frame attached to them.

In Newington, systemwide goals were developed by a management team consisting of the superintendent of schools and his top administrators and supervisors. This committee prepared priorities and long-range goals for the school district at the beginning of the school fiscal year. (See Appendix A) Systemwide goal setting should be done annually. The administrative team sets its systemwide objectives and priorities before the beginning of school for the forthcoming school year.

Without definite goals and objectives to which school personnel will direct their individual effort, a sense of purpose or mission will be noticeably absent and effort will tend to be directed toward maintaining the status quo.

Newington's approach of developing systemwide goals and objectives, as illustrated in Appendix A, emphasizes the need to integrate the objectives of the organization or school district with the objectives of individual school administrators. The focus, thus, is with making M.B.O. an integral part of the management process, and forcing the superintendent of schools to play a major role in the process.

The procedures used in establishing systemwide objectives were as follows:

1. Appointment of Administrative Team
2. Administrative Team makes basic assumptions about results the school district expects to attain in relation to the three district-wide functions of instruction, management, and support.

3. Goals are developed through brainstorming techniques by members of administrative team
4. Input and feedback from those who were to work to attain the objectives and those who would be affected by them, such as staff, students, and taxpayers. Systemwide objectives are more likely to be met if those persons affected by the objectives have had a voice in their establishment.
5. Agreement and understanding was received from all groups in the educational community. School districts will not attain their objectives without this agreement.
6. Specific procedures were used for arranging goals into priorities. Of the many goals proposed by the administrative team, no more than eight were selected after prioritization of the proposed goals.

STEP 2 INSERVICE TRAINING FOR MANAGEMENT BY OBJECTIVES

The development of M.B.O. is anything but easy. Disaster can be predicted if a decision is made to institute M.B.O. "next week." A lot of preliminary work is necessary in order to implement an M.B.O. system.

An inservice program for school administrators is essential, and the process should be applied only to administrators in the beginning. School administrators make most of the organizational decisions and, therefore, should fully understand what they are doing before trying to lead others.

Each school district should determine for itself what kind of orientation program it wants to conduct. The orientation period is the time for eliminating as many of the "bugs" from the system as possible. It must be understood, however, that M.B.O. is a developmental process. Under the best of conditions, "bugs" will continue to exist. Hence, an M.B.O. system has to be continually re-examined and procedures re-evaluated.

Some school districts have used outside consultants to familiarize the staff with M.B.O while other school districts have sent their top administrators to attend workshops and seminars conducted by A.A.S.A. (American Association of School Administrators).

Seminars provide opportunities for administrators to discuss case studies, explore problems, and associate with others who have had experience with the concept.

There are a number of films on M.B.O. with accompanying materials which can be utilized to orientate school administrators.

There are books written about Management by Objectives that can be utilized during the orientation program.

The inservice training that took place for the implementation of an M.B.O. system in Newington for school administrators was as follows:

1. Attendance at A.A.S.A. seminar on Management by Objectives by central administrator
2. Attendance at P.P.B.S. - M.B.O. management conference in November 1974 conducted by Dr. Harry Hartley, Dean of the School of Education, University of Connecticut by school administrators.
3. Use of outside consultants, Dr. David Champagne and Dr. Richard Goldman of the University of Pittsburgh to inservice school administrators. Workshops were conducted in November and March.

Such supportive training and consultive services need to be available to implement the concept of M.B.O. Primary emphasis of inservice training will be the interpersonal relationships and leadership style that is necessary to bring people to the point where they will be motivated to perform somewhere near their true potential.

The advantages of using an outside consultant for inservice training are:

1. Proven expertise and up-to-date knowledge of M.B.O.
2. Consultants are not bound by existing traditions of the school system.
3. Consultants are able to effect a more rapid movement toward change.

The disadvantages of using an outside consultant are:

1. Consultants may lack knowledge of the problems and goals of the school system.
2. Many school systems are not willing to expend money for outside consultants in fear that they may be criticized by the public as making costly expenditures.

An alternative is to utilize a school system administrator who has attended a number of conferences relating to M.B.O.

After proper orientation techniques have been completed, a pilot program can be used to develop the strategies and techniques necessary to implement the program.

An M.B.O. process can be successful only if the school district has prepared for it. It is not possible to merely try M.B.O. out. There must be a commitment to making it work.

Inservice workshops should include discussions on topics such as:

1. How do you establish an effective work environment or climate?
2. How do you delegate effectively?
3. How do you coach people, because the role of a supervisor should be largely a coaching relationship--not simply finding out if people don't do a good job and figuring out ways to get rid of them, but finding ways to show you how people do a good job and something to help them develop their full potential.

STEP 3 JOB DESCRIPTIONS

A job description sets forth in fairly general terms the basic function, principal duties, and organizational relationships that make each management job. The job description is a summary of the important facets of a person's job. It is a document intended to clarify the basic purpose of a position, its duties and responsibilities, and the boundaries of its authority.

Each member of the administrative team should prepare a job description. The format should describe the following:

1. To whom am I responsible?
2. For whom am I responsible?
3. For what am I responsible?

Each responsibility can be expressed as an objective whenever possible. The job description should be constructed to specify each administrator's responsibility for the design, maintenance, and efficient operation of a particular part of the school system.

If a job description is not available for every professional position in the school district, then one should be developed. If job descriptions are available, they should be reviewed for completeness and clarity. Each job description should be revised, modified and refined so that it can be used as an effective instrument for conducting a job analysis. (See Appendices B and C)

Job Function: A job function is a general statement of idealistic ends depicting the purpose one has for working in a system. The following broad categories are used to describe major areas of performance for administrators. These areas are specifically defined in terms of job responsibilities. It is

from these responsibilities that individual objectives are derived. The major categories are:

1. Curriculum and Instruction
2. Staff Personnel
3. Business Affairs
4. Pupil Personnel

Individual job responsibilities relate to the above four functions. An administrator uses one or a combination of these functions. The most common characteristics used in operationalizing the functions are:

Planning:	What do we aim for and why?
Organizing:	Who is involved and how?
Directing:	Who is doing what and when?
Coordinating:	Who informed whom and about what?
Controlling:	Who judges results and by what standards?

STEP 4 IDENTIFY PERFORMANCE OBJECTIVES

In an M.B.O. system each administrator, with the assistance of his appraiser, annually specifies performance objectives or job targets to be accomplished during the appraisal period. Each individual administrator has to go through the experience of setting objectives for his position, in collaboration with his appraiser.

The specific activities which an administrator selects for improvement during the appraisal period are called performance objectives or job targets. These objectives become the focus of the evaluation of the appraisee's performance.

Performance objectives are written to meet two areas of concerns:

1. Individual Job Responsibilities
2. School Systemwide Goals

Performance objectives should be related to key result areas in the job description, so that the scope of the administrator's job can be determined and clarified. It is not necessary to have a performance plan target for each statement in the job description every year.

In Newington, a number of major performance areas have been identified. They are:

1. Curriculum and instruction
2. Staff relations
3. Pupil relations
4. Finance and Business Management
5. School Buildings and Equipment
6. School-Community Relations
7. Supportive Services
8. Professional Growth

Within these major performance areas, role expectations are identified for each administrative position. These role expectations serve to clarify the duties and responsibilities of the position, suggest the skills or expertise required, describe optimum behavior for an administrator within his area of responsibility, and establish guidelines which enable the administrator to judge how well he is performing.

When identifying specific performance objectives for the year, the role expectations for the administrative position provide the starting point.

Performance objectives should be set so that their attainment produces results that satisfy the systemwide objectives of the school system as set forth in Appendix A. They may be established for the school district so that each administrator assumes responsibility for an appropriate portion of the systemwide objectives.

After the areas of responsibility have been clarified, and performance objectives are written to meet the areas of responsibility and systemwide goals, there are other types of performance objectives that can be identified. These are:

1. Routine
2. Improvement or problem solving
3. Innovative
4. Personal

The routine objective is set forth when one expects to attempt only approximately the same results as were achieved previously. Routine objectives define responsibilities considering the function of the position. The tasks described by these objectives are comparable to tasks defined by a job description.

The improvement or problem-solving objective is used for problem situations or when satisfactory results have been achieved.

Innovative objectives are used when the previous results do not appear to be satisfactory and a variation in approach to the responsibility is deemed appropriate.

Personal objectives are those which contribute toward the individual administrator's development and perhaps his organization. Attaining a workshop on program budgeting is an example of a personal objective. Placing an article in educational journals once a year is another example of a personal objective. Every administrator has some personal skills that need to be improved or acquired to make it possible to do his job better or to enable him to progress to higher levels of responsibility. Other examples of personal objectives are:

1. Membership and participation in professional groups
2. Participating in community service
3. Working toward an advanced degree

Objective: An objective is a measurable, desired result to be accomplished within a specified time period. Objectives are time framed and are stated in measurable terms. There are many techniques that can be used to measure objectives.

Objectives should contain three factors:

1. Time deadline for completion
2. Performance behavior (action plus content)
3. End result expected - evidence of success

The following is the criteria to be used in writing performance objectives:

1. The objective must be stated in clear, concise and unambiguous language
2. The objective must be stated in measurable terms
3. Objectives must be feasible

4. The objective must be realistic and attainable
5. Objectives must be time-bound
6. Objectives must be integrated
7. Objectives must be significant.

An objective provides specifics that clarify the goal proposed by the school district. The translation of a systemwide goal usually requires the development of several objectives, each at different levels of the organization.

An objective is an outcome statement that is consistent with and grows out of a related goal statement. It is a more specific expression of a position, behavior, process, or product to be achieved over a shorter time period. Performance objectives describe outcomes that are measurable and achievable during a relatively short time period.

Performance objectives should be challenging, stimulating the appraisee to reach out to improve his performance. However, they must also be realistic and within reach. There is no point in setting targets which are so impossible.

Performance objectives must be capable of completion within a fixed period of time.

Administrators should resist the temptation of having a large list of targets. It is not imperative that all objectives be identified at any one time. No one can improve in everything simultaneously.

A management or performance objective contains five components:

1. Time Interval (How much time is needed?)
2. Organization Unit (The unit responsible)
3. Person Performing (Who is to do the work?)
4. Performance Behavior (Describes verb and content)
5. Conditions (Describes the restrictions or limitations)

Formulating objectives takes careful thought and analysis. The intention of the objective must be clear and its focus well understood. Objectives must be stated in terms of results or conditions to be achieved, rather than in terms of activities to be performed. Objectives must be stated concisely and briefly without complex and elaborate descriptions.

M.B.O. forces an administrator to deploy his limited resources where they count most. It forces him to focus upon those variables that the enterprise needs for survival and growth. The practice identifies and separates the many trivial and insignificant variables. This separation is called the Pareto effect. The Pareto concept says that it is uneconomical to devote the same amount of time and attention to the inconsequential that one devotes to the critical. The Pareto principle directs concentration to the few critical tasks which should receive the most skillful treatment, because such functions produce the most good to the orgranization. Hence, the administrator must recognize that out of the many possible objectives he must commit himself to the critical few that most benefit the organization.

STEP 5

PLANS FOR THE ACHIEVEMENT OF OBJECTIVES - THE INITIAL CONFERENCE

At the initial conference the administrator meets with his supervisor or appraiser and presents the objectives on which he wishes to focus. The appraiser reviews the objectives carefully and reacts to the objectives set by the administrator, suggests changes, accepts objectives, modifies where necessary, and reaches agreement on the major objectives to be pursued during a specified time period. The conference should be conducted in an atmosphere of cordial and cooperative understanding. Differences are negotiated and both supervisor and supervisee seek to reach agreement on primary targets to be pursued.

Precise performance objectives are defined, and further plans are discussed for the achievement of these objectives. Means of evaluating progress on, or accomplishment of, performance objectives are identified and dates are set for subsequent conferences to discuss progress. Upon the completion of the initial conference, communication channels have been opened, and both participants should feel confident that they now have a much clearer understanding of the other's plans and expectations.

The initial conference can include discomfort, anxiety, or hostility on the part of the both appraisee and appraiser. Expectations of both must be clarified and negotiated during this meeting. Resolution of all disagreements will reduce the possibility of misunderstandings later.

The supervisor, at the initial conference, becomes a "helper" in that he must provide resources necessary to reach desired results. By being placed into a helping role, supervisors develop a spirit of cooperative planning.

Hence, both supervisor and supervisee become obligated to promote attainment of the specified objectives and to monitor progress. Progress conferences held during the school year should be supportive and serve as a means of fostering improvement.

Objectives are revised or omitted whenever it is mutually agreed to do so. After the conference, new objectives or new plans may be instituted allowing the appraiser and appraisee to jointly determine feasible objectives.

The initial conference is a most important, if not the most important, of all the steps. This is the time the supervisor and supervisee try to isolate and agree on the four or five most important objectives that the supervisee will perform in the year to come. The supervisee will, in addition, continue to do all of the things he/she would normally do.

At the initial conference, both supervisor and supervisee agree on the following:

1. What is to be done - objectives
2. Procedures or means by which objectives will be achieved.
3. Outcomes to be expected (criteria for measuring results)

A form is completed by evaluatee and agreed to by evaluator (See Appendix D)

A supervisor should be actively involved in helping subordinates to achieve objectives and grow in competence. The development of subordinates is probably the most important of supervisory-managerial functions. This helping relationship should be made clear by the supervisor to the supervisee at the initial conference.

Each party should come to the initial conference with some concrete ideas in mind. Don't start writing right away. All ideas should be discussed thoroughly. Then, they should agree to prioritize objectives and place them in writing.

The development of a plan for the achievement of objectives is an important aspect of the initial conference. The evaluator or supervisor should assist the evaluatee or supervisee in developing a plan for the achievement of the performance objectives. An action plan is the process of breaking down an objective into sequential steps for its effective accomplishment.

An action plan should identify performance objectives. The next step is to agree upon the process or procedure for working on them. Both the appraisee and the appraiser should have an understanding not only as to how the former is to proceed, but also how the latter is to help in the fulfillment of the performance objectives. As stated previously, it is very important that the evaluator be committed to give assistance to the person being evaluated. The evaluator is responsible for seeing that assistance is provided from appropriate sources.

During the initial conference, discussion should focus not only on performance objectives, but also on the actions and activities which each (the appraisee and the appraiser) will carry out in an effort to achieve them. Discussion should also focus on the types of evidence that will eventually indicate the extent to which performance objectives can be said to have been achieved. Both share responsibility for devising strategies to accomplish the mutually agreed to objectives. Both also share responsibility for determining the progress made by the appraisee toward attaining them.

The process of evaluation and the types of actions and activities which will indicate the extent to which performance objectives have been achieved should also be agreed upon in the initial conference.

At the initial conference, procedures to determine how the appraiser is to keep abreast of the appraisee's efforts during the appraisal period should be discussed. Questions to be considered include:

1. How often will the appraisor observe the appraisee?
   Will advance notice be given?
2. Will other personnel be involved in the monitoring process?
   If so, who and how?
3. Will interim conferences be held? If so, how frequently?
4. Will the appraisee be expected to collect and report data
   on progress toward performance objectives?

At the conclusion of the initial conference and the completion of a work plan, the evaluatee should know exactly what is expected of him. Close contact should be maintained. The administrator should be constantly in contact with his evaluator regarding progress toward objectives and the need for assistance. At the same time, the evaluator should keep in contact with the administrator. He should encourage and assist the evaluatee without getting in the way.

STEP 6

MONITORING PERFORMANCE - INTERIM CONFERENCE

The next step is to establish a system for monitoring the performance progress in completing the objectives set forth in the initial conference. Once the objectives and a plan for achieving them have been agreed to the process of implementing the plan should begin. During the period of implementation, the evaluatee's performance is monitored through a variety of techniques. Evidence is assembled that will be helpful in determining the degree to which objectives have been achieved. The plan for monitoring the appraisee's performance should include data recording forms and the kinds and frequency of visitations to be made by the evaluator. The object is to collect relevant information rather than to evaluate it.

Although the objectives will help determine which techniques to use, it is not likely that one single procedure will be capable of gathering the full range of representative data that both the appraisee and appraiser will desire.

The M.B.O. process will not be effective unless adequate data has been secured which is reasonably representative and relevant. The appraiser does not need to be the only monitor. Other personnel may be able to assist the appraiser and appraisee in the gathering of data relative to progress toward the achievement of objectives. Monitoring-gathering data on progress toward achieving results-calls for the establishment of checkpoints, stated in terms of time intervals. There are a number of ways to do this. One of the better techniques is to devise a visual schedule plan as illustrated in Figure 1. As each event or task is completed, it is checked

EVENT SCHEDULE

OBJECTIVE MONTHS

	9	10	11	12	1	2	3	4	5	6 7 8
1										
2										
3										
4										
5										

Function

45

38.

Figure 1.

off accordingly. One can then tell at a glance the progress being made.

The monitoring process should also include periodic reports by the evaluatee to the evaluator. An understanding should be established early regarding exactly what kinds and amounts of written material will be exchanged.

Interim conferences must be held to discuss progress toward the achievement of performance objectives. In an interim conference, achievement of objectives will be discussed in regard to progress made, constraints which are preventing the achievement of objectives, and possible need for modification of the objectives. The conference may be initiated by the evaluator or the evaluatee.

It is important that enough time be allocated to the conference. To be productive a period of up to two hours must be allocated. It is also important that the parties give the session the importance that is worth two hours. Each party should come to the interim conference prepared. All objectives should be reviewed prior to the meeting so that time is not wasted determining what was supposed to be done.

At the interim conference, an honest appraisal of performance must take place by the supervisor if he is to help the subordinate move toward achieving his objectives. By this time, all parties concerned should know the status of each objective. Preparations should be in progress for the final analysis of data and the development of final reports.

Problems that have come about during the year and various constraints, such as a lack of funds or materials, should be reviewed. Full explanations must be given to the supervisor by the supervisee as to the reasons for the constraints which have hampered the supervisee from being on target with his objectives. There should be a re-examination of the objective when and if a

problem develops. There should be a commitment by the supervisor to aid the supervisee by overcoming or preventing the existing problem from getting out of control. Perhaps there could be a revision of the performance required to accomplish the objective or a new objective entirely may be established. Such solutions aimed at overcoming the problem may be justified.

The purpose of the interim conference is as follows:

1. To check how well the individual is progressing against the pre-established plan.
2. To identify problem areas and work out plans to overcome these problems.
3. To adjust the plan as conditions change.

During the interim conference, the role of the supervisor is that of coach and counselor. The supervisor assists in identifying problems and constraints which hinder the achievement of objectives. He aids in arriving at solutions to problems.

The interim conference should include three parts. A suggested format is as follows:

1. The first part of the conference should be devoted to a progress evaluation presented by the supervisee. This can be presented in a written report.
2. The second part of the meeting should be devoted to an identification of the problem areas and possible causes of the problems. The expected results should be reviewed to make sure they are not set too high or too low. The supervisor should check to see where the man may be having difficulty and where training, advice, and counseling may be indicated.

3. The third part of the meeting should be devoted to making short-term improvement plans or objectives to overcome the problems.

The interim conference is a progress review meeting. The role assumed by the supervisor during the conference is a supporting one. The supportive role must be recognized, and there is nothing more important than aiding the employee in accomplishing his agreed upon objectives.

The supervisor may believe that the supervisee is holding back or restricting his efforts. This will require careful judgment and evaluation on the part of the supervisor. If this is the case, the supervisee must be confronted and some explanation sought. Most administrators being supervised will be inclined to over extend themselves rather than hold back. The proper cause of action, therefore, would be to drop back the expected results to a level where the supervisee can achieve.

STEP 7

PERFORMANCE APPRAISAL REVIEW - FINAL CONFERENCE

At the end of each school year, the evaluator should prepare a final written appraisal report of the performance of each administrator.

To evaluate performance, the supervisor must have a good understanding of the accomplishments against objectives for the period concerned. This involves a careful, considered judgment of whether supervisee met, exceeded, or fell below target objectives set forth in his performance plan. The evaluator must also consider constraints affecting objectives under which the plan was established. Not all objectives can be evaluated objectively. Some objectives will have to be judged on a somewhat subjective basis. As long as evaluation involves communication between two human beings, some degree of subjectivity has come into play.

The final conference is a meeting between the administrator being evaluated and his evaluator. Both discuss the performance of the administrator during the year. The interview is conducted so that there is a complete understanding between the supervisor and supervisee.

To make this final appraisal interview a success requires preparation. Sufficient advance notice of the date of the interview should be given so that both have a chance to prepare data and material for the conference.

Also, the conference requires privacy. The conference should be conducted at a time and place that there will not be interruptions and telephone calls. The conference should be private and the conversation frank and confidential; consequently, it should be held at a location away from other people.

Enough time should be allowed for the conference so that neither party feels rushed. There is no hard and fast rule about the duration of appraisal interviews. They should last, however, anywhere from one to three hours or longer.

The conference should also require a proper setting. It should be held in a place which is physically comfortable and where the environment is cordial but businesslike. The proper emotional setting is important, too. The conference must be conducted in an atmosphere of mutual trust and frankness. It must allow for a balance of views. This means that talking and listening in most cases will be divided fairly even between the parties.

The final performance review appraisal under an M.B.O. system will differ markedly from the traditional appraisal review. Under the traditional performance review the meeting is a highly negative, frequently destructive kind of meeting. Both parties dislike the experience. It is directed at finding fault, or identifying those points of performance which were not satisfactory, with little or no attempt to dwell on how to improve.

The final performance appraisal under an M.B.O. system is quite a different kind of meeting. The evaluatee comes to the meeting fully aware of how he did during the past year. The evaluator is interested in the areas where the evaluatee had difficulty in order that expected results can be reset and the individual evaluated can be assisted in achieving the results agreed to.

If there is an attitude of openness present during the final conference, the session will be far more productive than if the supervisee is handed a final evaluation.

The final conference brings together the two people who are best able to judge how well the year has gone. It is a time for sharing observations,

comments, ideas, and impressions relative to the achievement of performance objectives. The conference, however, should not be considered the end of the process. Instead, the conference should be merely a vehicle for helping the administrator to become more competent in the performance of his duties and responsibilities.

It is quite possible that the final conference will yield ideas for follow-up action. Both the appraisee and the appraiser will see the need for certain kinds of follow-up activities, and the need to begin discussing possible objectives for the next year.

Following the final conference, the evaluator will prepare a written summary assessing the degree of achievement of the performance objectives. The written summary should include an assessment of the degree of accomplishment of each objective, as well as an overall evaluation in each major performance area.

APPLICATION OF THE M.B.O. MODEL IN THE NEWINGTON SCHOOL SYSTEM

To remedy the problems already explained, each of the selected Newington school administrators had to apply the M.B.O. model. Certain objectives were derived from the application of the M.B.O. model. These were:

1. Increased visibility on the part of high school administrators in the school building and on the athletic field;
2. Improved supervision of the teaching staff;
3. Encourage parental involvement in the schools;
4. Update Newington High School's graduation requirements;
5. Better utilization of administrators' work time;
6. Investigate the study of weighting and ranking of grades at the high school;
7. Test the academic competency of all grade eleven students in the areas of language arts, mathematics, science, and social studies;
8. Give recognition to students who achieved academically;
9. To conduct a follow-up survey of the class of 1974.

In applying the M.B.O. model, much interpersonal activity between administrators and myself was involved in fulfilling the above objectives. Interpersonal activity was a necessary ingredient as a motivational factor for the successful completion of the objectives. The above objectives were priorities which had to be implemented either in the 1974-75 school year or in subsequent school years.

The administrators were told by me why these objectives were considered priorities for the 1974-75 school year. I told them that the Board of Education and the community were concerned. I reviewed with them why they were concerned.

Conditions Existing Before Applying Model

Specifically, these were the conditions existing before administrators applied the M.B.O. model to their particular situations and set up objectives. A short explanation of what was not done under the old system and a need for doing it follows:

Objective (1) - Poor visibility on the part of high school administrators -

Because of poor management techniques, administrators were too busy to visit classrooms, lavatories, and hallways and make themselves visible to the student body. If they were visible to the student body and in the classrooms, teachers would be able to carry out their responsibilities in supervising students and acts of vandalism would be decreased.

Because of poor visibility, morale of athletic teams was low; and because of poor support, Newington had losing athletic teams. There definitely was a need for Newington High School administrators, especially the high school principal, to devise strategies to make himself more visible to athletic teams.

Objective (2) - Improved supervision of the teaching staff -

Teachers were rarely supervised. Only teachers who were going to be placed on tenure status were observed and supervised. Teachers who are never supervised become lax in carrying out the instructional process. There was a need for such supervision. The need for carrying out this objective was to improve the teachers' performance in the classroom. Even excellent teachers had a need to be supervised to help them cope with constantly changing conditions.

Objective (3) - Encourage parental involvement in the schools -

Parents were never involved in the high school programs. There was no organized parent advisory group, and parents were not organized as boosters or supporters of athletic programs. Parents or parent advisory groups can be of tremendous assistance to any school administrator. They can be used as a forum for dissemination of information to the public, and they can also be used to support various programs in a school, be they athletics or the music program.

Objective (4) - Update Newington's High School graduation requirements

Before the application of the M.B.O. model, the Board of Education and parents questioned whether graduation requirements were adequate or deficient. There was a need, therefore, for a comparison to be made with other school systems across the country.

Objective (5) - Better Utilization of Administrators' Work Time

Objectives one, two and three previously reviewed were directly related to this objective. Because administrators did not know how to manage their time properly, they did not have time to supervise teachers properly, be visible to students and teachers, prevent vandalism, be present at athletic games and develop improved management techniques. As a result, needed tasks were left uncompleted. Hence, it was time that needed to be managed.

Objective (6) - Investigate the study of weighting and ranking of grades at the high school

Parents were suspicious of the way class rank was determined. They believed that perhaps many students who took difficult courses such as physics, chemistry, calculus, etc. were being

penalized when compared to students who took social science courses which were far easier. Parents were apprehensive that their children might not be accepted to colleges if they did not rank high among the high school graduates. Students, therefore, were being encouraged by their parents to avoid difficult courses. Therefore, a need existed for a study to determine whether weighting of grades would change class ranking.

Objective (7) - Test the academic competency of all grade eleven students in the areas of language arts, mathematics science, and social studies.

An area of accountability requested by the Board of Education was the competency level of high school students in the areas of language arts, mathematics, science and social studies. Critics of education in the community were constantly stating that high school graduates were deficient in the basic skills of language arts and mathematics. In the past, high school students were never given any achievement tests to determine how they compared to national norms.

Objective (8) - To give recognition to students who achieved academically

Traditionally, students who achieved well academically were never given any recognition for their

individual performance. Award assemblies were held only for athletes. At these assemblies athletes were given trophies for performing on their respective teams. High academic achievers were not given any trophies or certificates in recognition of their achievment. Hence, there was a need to correct this situation.

Objective (9) - To conduct a follow-up survey of the Class of 1974

The community and the Board of Education wanted to know what happened to its high school graduates. Did they go directly to college or did they obtain employment? No information was available to answer their questions. They were requesting a status report of its high school graduates. Surveys were never made to determine this information. In order to make changes for the improvement of curriculum and other instructional areas and to guide students into proper careers a need existed for a follow-up survey of its high school graduates.

How I Set Plans with Administrators to Achieve Objectives

In order for each administrator to set up plans for the achievement of the above objectives, the M.B.O. model which I had designed had to be carefully followed by them. I set up various conferences with them individually to review the model.

At the initial conference, plans were discussed for the achievement of the objectives. I acted as a "helper" in assisting the administrator in setting forth the procedures or means by which the objectives were to be achieved, and the outcomes expected. Specifically these were the plans used to achieve each objective.

Objective (1) - Increased visibility on the part of high school administrators

Means: 1. Each administrator at the high school was to observe at least one classroom during the year. There were eighty-six classroom teachers; hence, the task had to be divided among the principal and his three assistant principals.

2. At least one administrator at the high school would be floating through the high school at all times and would make himself visible to students and faculty.

3. The high school principal would attend at least one game in each varsity sport.

Objective (2) - Improved supervision of the teaching staff

Means: 1. Plans were made by administrators and me for scheduling classroom observations more frequently.

2. Plans were made by administrators and me for the utilization of video tape while the teacher was instructing.
3. Plans were made by the administrators and me for the utilization of data gathering techniques.
4. Plans were made by the administrators and me for the use of classroom observation instruments.
5. I set up plans with administrators to distinguish between data and inference.
6. I planned with administrators to utilize supervisory conference cycles.

Objective (3) - Encourage parental involvement in the school

Means: 1. At my suggestion, administrators planned for the organization of a parent advisory council in the schools.
2. Plans were made to interest parents to belong to parent advisory councils.
3. Plans were developed for a schedule of meetings with agenda determined by parents.
4. I suggested plans for administrators to use the parent advisory councils as a sounding board for school programs.

Objective (4) - Update Newington's high school graduation requirements

Means: 1. I suggested plans for administrators to contact principals of nationwide schools, selecting schools with a profile similar to Newington High School.

2. Plans were made to study and analyze 198 documents secured from school districts throughout the country.
3. Plans were made to review Newington's requirements for graduation in light of those other schools.

Objective (5) - Better utilization of administrators' work time

Means: 1. I planned with administrators to identify time wasters.
2. Administrators and I planned to log events contributing to time wasters.
3. I planned with administrators to prioritize time wasters and help them develop criteria for measuring impact of time wasters.
4. I planned with administrators to devise techniques to prevent time wasters.

Objective (6) - Investigate the study of weighting and ranking of grades at the high school

Means: 1. I planned with administrators to form subcommittee to develop a quality point system.
2. Plans were made to rerank first 100 students of the 1974 graduating class.
3. Plans were made to experiment with the use of weighted grades to determine the effect on class rank.

Objective (7) - Test the academic competency of all grade eleven students in the areas of language arts, mathematics science, and social studies.

Means: 1. Plans were made for the inservicing of staff members involved in the administration of tests.

2. Plans were made to select appropriate tests.
3. I planned with administrators to provide a summary and analysis of test results.

Objective (8) - To give recognition to students who achieved academically

Means: 1. High school principal and I devised recognition forms for academic achievers.
2. We devised plans for the setting up of procedures for individual recognition of students who had achieved honors.

Objective (9) - To conduct a follow-up survey of the Class of 1974

Means: 1. I met with administrators to set up plans for an ad hoc committee to set up procedures and a time line to conduct study.
2. I met with administrators to plan on the best form of questionnaire.
3. I met with administrators to plan how data was to be analyzed.

What was done to remedy situation?

I established a management system for monitoring the progress that each administrator was making for remediating situations previously existing. The plan for achieving the objectives has already been discussed. After the formulation of those plans, an event schedule was set up as described in my M.B.O. model. Numerous interim conferences

were held with each administrator to check the progress against the pre-established plans. These were held between November 1 and June. Specifically, the following was done to remedy the situation:

Objective (1) - Increased visibility on the part of high school administrators

1. The high school principal visited the football training camp in Vermont.
2. The high school principal and his assistants attended both athletic awards nights.
3. The high school administrators attended the football dance, smoker, football banquet, and football breakfast.
4. The high school principal became a member of "Friends of Newington High School Football" and attended five of their business meetings held on Sunday evenings.
5. The school administrators observed at least one classroom during the year.
6. The high school administrators made frequent appearances throughout the building. As a result, teachers made more of an effort to appear in corridors, hallways, and lavatories.
7. Administrators attempted to spend less time in their offices and more time visiting students, faculty, and classrooms.

Objective (2) - Improve the supervision of the teaching staff

The following was done by the administrators:

1. More time of administrators was spent observing classrooms rather than handling paper work in their offices.
2. Administrators acquired supervisory skills.
3. Administrators planned with teachers what aspect of teacher's lesson administrator was to observe and to gather necessary data to illustrate to teacher how her instruction could improve.
4. Teachers video-taped their lessons which were reviewed by both teacher and administrator.
5. Various observation and data gathering techniques were utilized by administrator.
6. Administrators conducted supervisory conferences. Administrators held preconferences and post-conferences with teachers after the observation of a lesson.

Objective (3) - More parental involvement in the schools

The following was done by Administrators:

1. Parent advisory councils were organized by administrators.
2. Parents were involved in reviewing a number of school programs such as guidance, physical education, business education, and alternative learning programs.
3. Parents also reviewed the Student Guide and were asked to comment on its revision.
4. Members of the parents advisory council were very successful in speaking before the Newington Town Council in preventing a one-quarter million dollar budget cut.

5. The parents advisory council also influenced the establishment of three other parent groups interested in promoting the band, orchestra, and the football team. As a result, there were many activities conducted by parents such as dances, dinners, exchange concerts, and award programs.

Objective (4) - Updating Newington's High School graduation requirements

The following was done by administrators:

1. A survey of graduation requirements in schools across the country was made.
2. Chief school officials of many states were contacted for suggestions and information.
3. An analysis was made of the 198 documents obtained from school districts throughout the country. The 198 documents included 26 curriculum guides, 33 handbooks or guides, 94 letters, 3 enrollment and registration guides, 2 county guides, 21 public graduation requirement lists, 12 program study booklets, 3 planning guides, and 3 state or federal survey projects.
4. A complete description of what was done appears in Appendix P.

Objective (5) - Better utilization of administrative work time

The following was done by administrators to remedy and improve situation:

1. Time wasters were identified as:
   a. telephone interruptions;
   b. drop-in visitors;
   c. meetings;
   d. crises;
   e. lack of objectives, priorities, and deadlines;
   f. cluttered desk and personal disorganization;
   g. ineffective delegation;
   h. involvement in routine and detail;
   i. attempting too much at once and unrealistic time estimates.
2. Criteria for measuring impact of time wasters were identified. Examples of these were:
   a. telephone interruptions;
      (1) number of calls taken unnecessarily;
      (2) number of minutes spent beyond reasonable requirements;
      (3) number of calls placed unnecessarily.
   b. Drop-in visitors which should not have been received:
      (1) number of visitors which should not have been received;
      (2) number of minutes spent beyond reasonable expectations;
   c. Cluttered desk and personal disorganization;
      (1) effective daily plan in writing and monitoring process for checking progress against plan daily;

(2) Amount of time lost due to searching for misplaced documents, mistakes made or deadlines missed.

c. Ineffective delegation and involvement in routine and detail:

(1) amount of time spent on routine matters which could have been delegated, eliminated, or consolidated;

(2) amount of time spent unnecessarily involved in detail.

3. Daily time logs were completed by administrators.

4. Techniques were used by administrators to avoid time wasters. These were:

a. A time log of telephone calls was taken. Origin, extent and causes of phone calls were evaluated. Also, a time log of all visitors was taken.

b. Quiet hour was established:

(1) no outgoing phone calls;

(2) no paging;

(3) no unnecessary talking;

(4) no excessive movement

c. Secretarial effectiveness was improved

(1) Secretaries screened calls and visitors

(2) Secretaries established work files

(a) urgent

(b) to do

(c) dictate

(d) file

(e) review

(f) discard.

(3) Secretaries set up pocket desk calendar

(4) Secretaries programmed delegate reading

(5) Secretaries were encouraged to:

(a) take initiative;

(b) use judgment;

(c) anticipate problems;

(d) screen trivia;

(e) prioritize mail;

(f) complete projects;

(g) screen telephone calls;

(h) make appointments

(i) handle routine correspondence and decisions herself;

(j) think of better ways of doing things;

(k) improve procedures;

(l) ask questions;

(m) remind administrators of what needs doing.

d. Administrators learned to delegate more. They learned to make only the decisions subordinates could not make. They did nothing that could be delegated.

e. Tasks were scheduled by priority and realistic time estimates were made. Administrators' desks became uncluttered.

Objective (6) - Investigate the study of weighting and ranking of grades at the high school

The following was done by administrators and staff:

1. A subcommittee of administrators and teachers was formed to develop a quality point system;
2. Letters were sent to various high schools to obtain information about the use of a weighted grade structure. Opinions about the use of weighted grades were also sought.
3. Letters were sent to two and four-year colleges who usually matriculated a majority of high school students. Questions asked of the colleges were:
   a. What value do you place on class rank?
   b. Do you distinguish between a weighted and an unweighted rank?
   c. What use do you make of weighted grades on a high school transcript?

   Of the colleges that responded, the majority indicated that class rank was an important factor in admissions.
4. A quality point system was devised and the first one hundred students of the 1974 graduating class were re-ranked according to the course weighting. (See Appendix L) The committee chaired by a high school administrator wanted to see if there would be any significant difference in the ranking.
5. The results indicated that a very small percentage (4%) of the students had a ten point or more change to their advantage in class rank.

6. After the above results were obtained, it was decided not to recommend any change in the weighting of grades presently used at the Newington High School.

It was noted that most Newington graduates over a period of many years, have gained entrance to the colleges and universities of their choice. This experience led to a conclusion that the grading system used by Newington High School, measured against the imperfections found in all grading systems, is as effective and satisfactory as any weighted method. (See Appendix L)

Objective (7) - Test the academic competency of all grade eleven students in the areas of language arts, science mathematics, and social studies.

The following was done by administrators:

1. An assistant high school principal chaired an administrative team to provide direction to accomplish this objective. The team was composed of high school department heads and townwide supervisors.
2. Provisions were made for administering the test
3. Selection was made of the appropriate standardized test
4. Test was administered on April 2, 1975
5. An analysis of test results was made
6. Data obtained from the test results revealed the percentage of eleventh grade students who demonstrated a competence in math, science, language arts, and social studies, equivalent to the national level.

7. Results of tests indicated that Newington students ranked well above the national average.

(See Appendix P)

Objective (8) - To give recognition to students who achieved academically.

The following was done by administrators:

1. Procedures were set up for individual recognition of students who made the honor roll.
2. Principal worked with members of the National Honor Society to obtain display cases for the purpose of publicizing outstanding student achievement.
3. Newspaper articles were written giving students recognition for high achievement.
4. Certificates of achievement were awarded to students who made grades with honors.

(See Appendix J)

Objective (9) - To conduct a follow-up survey of the class of 1974

The following was done by administrators:

1. A survey form was mailed to each member of the 1974 graduating class.
2. Data obtained from the survey was analyzed by the administrators.
3. Results of the survey indicated that most students continued into some form of post high school

education. Only 14 of the class of 414 students, 3.3%, entered the armed services. The remaining graduates obtained jobs.

Evaluation of the extent of success of administrators in achieving the objectives

Most of the objectives already discussed were achieved by most of the administrators by applying the M.B.O. model. Instead of managing the schools on the basis of "crisis management" and reacting to problems, administrators learned how to plan and anticipate how to prevent the occurrence of problems. The following is an account of the extent of the success or unsuccessful attempt of administrators to achieve the objectives set forth to correct what was wrong before the application of the M.B.O. model:

Objective (1) - Increased visibility on the part of high school administrators

As a result of administrators becoming more visible in the classrooms, corridors, hallways, and athletic field, the following changes took place:

1. Vandalism decreased tremendously. Damages to lavatories, ceiling tiles, and electrical fixtures diminished. The dollar amount spent for glass breakage was decreased from $22,000 in the 1973-74 school year to $14,000 during the 1974-75 school year with most of the reduction taking place after January 1, 1975.

2. Newington's athletic teams changed from consistent losers to winning teams. The Newington football team only lost one game during the year, a record for the school. The basketball team won most of their games and played for the state championship. The baseball team had a winning record. The same trends were displayed for soccer, track, swimming and golf teams. There was no doubt that the encouragement and support given by the school administrators increased the morale of the students. In addition, administrators had made great attempts to organize parent groups such as "Friends of Football" to give moral support to the students participating in athletics. In fact, the total Newington community became great supporters of the athletic school endeavors. Newington had become the "Notre Dame" and "Green Bay." The transformation was amazing. Communication and rapport with students had improved tremendously.
3. Teachers were observed by administrators frequently during the 1974-75 school year. No longer did administrators spend most of their time in their offices. With improved management techniques obtained through the utilization of time management, they were

able to find time to help and assist teachers in improving instruction and, thus, helping children to learn better.

Objective (2) - Improved supervision of the teaching staff

As a result of working on their management objectives in applying the M.B.O. model, administrators had improved their supervisory skills, and were now more capable of assisting teachers which was the real role of supervision. Administrators conducted preconferences, collected data during the observation of a lesson, and conducted follow-up post conferences. Teachers were receptive and very appreciative of the new assistance given to them.

During the preconferences with teachers, administrators requested of teachers what area they wanted the administrator to collect data on so that administrator could make suggestions for improvement.

As a result of using new supervisory skills, administrators had teachers video-tape their lessons. Teachers could then visually observe defects in their lesson. For example, during a post conference the administrator pointed out to the teacher that she had asked 57 questions while students only asked three. Students gave 41 positive responses and only two negative responses. When the administrator confronted the teacher with this data, the teacher responded that she would attempt to involve the students more. The teacher believed that this type of supervision was very beneficial and she thanked the administrator for his assistance.

Another teacher who was involved in the supervisory experience stated during the preconference that she talked too much in her classes and students did not have an opportunity to express themselves. At the preconference she requested the administrator to collect data which would substantiate or refute her feelings. The administrator observed her classes. When the findings were discussed with the teacher at a post conference, she found out that she had talked almost 80% of the time and asked two questions for every one the student asked. The teacher after being confronted with this data stated that in the future she would make a concerted effort to give students an opportunity to express themselves.

A third teacher, in a preconference, thought that she had a speech pattern problem, using the expressions "okay" and "all right" and requested assistance in this area. In the post conference, after the data had been collected by the administrator, it was pointed out to her that she had used "okay" an average of 20 times and "all right" an average of four times in two ten-minute periods. After this feedback, the teacher promised to work on this problem. In a follow-up visit, taking the same data, the teacher had improved to such a point that in three ten-minute data gathering periods she used "okay" only two times and "all right" at no time. The teacher indicated that she had made a concerted effort to improve her speech pattern. The teacher felt that this type of supervision was very beneficial to her.

Supervisory skills on the part of administrators had improved tremendously after applying the M.B.O. model.

Objective (3) - Encourage parental involvement in the schools

As a result of applying the M.B.O. model, parents became more involved in the schools. Parent advisory councils were organized. At the high school the Parents' Advisory Board consisted of 24 parents, six from each grade level, which met a minimum of six times during the school year. All parents of students in the high school were permitted to attend the meetings. The parent advisory group became a sounding board on school programs, policies and regulations.

Parents also became involved in the 23 major activities of the Music Department. These included concerts, festivals, exchange programs. statewide auditions and dances. Parents were involved in the above functions either as chaperones or committee members particularly in the planning of such events as the Madrigal Singers' Dinner Concert, the Pops Concert, the Music Department Exchange Visit, the Band Boosters Dance, and the Annual Awards Dinner.

In athletics, the parents were organized as a group, specifically in football. They adopted the name "The Friends of Newington High School Football." Activities of this parent group were: a kick-off dance, a smoker, a football banquet. Other parents were involved in the following: an alumni basketball game, a donkey basketball game, and a testimonial for the basketball team in March.

In addition, parents underwrote the costs of a summer football camp for the varsity team, three athletic awards programs for all sports, and offered a scholarship to a high school athlete, boy or girl, in addition to a football scholarship given to a senior boy on the varsity team. Hence, as a result of applying the M.B.O. model, parental involvement in the schools had been encouraged.

Objective (4) - Update Newington High School's graduation requirements

To satisfy the concerns of parents, this objective had been established. The M.B.O. model was applied, and the following is evidence of its completion. (See Appendix P) The administrator wrote to chief school officials of each state, and upon receiving information from them, he obtained a cross section of samples of 108 schools with profiles similar to that of Newington High School. In analyzing the data the administrator reported that there were certain trends that were clearly evident. For example, there were certain changes in educational thinking taking place. First, there was an increase in the total number of credits required for graduation. From a very popular position not too long ago of requiring sixteen credits for graduation, a move was noted to require as many as twenty-two credits for graduation. Secondly, some decrease in rigidity accompanying the increase in total credits required was observed. Four credits in English were no longer required in all four-year high schools. Almost an equal number of schools required only three.

Another trend was the number of ways by which students could obtain credit through means other than attending regularly scheduled classes in public high schools. More than one source expressed the thought that young people should do some of their learning for credit outside of the school walls in the real adult working world.

In comparing Newington High School with other schools throughout the country, Newington required 17 including one credit in physical education. This was 1.5 credits less than the average of 18.5 credits required by the 93 schools reporting, and three less than the most frequently mentioned requirements.

In light of the data collected, Newington High School compared favorably with most of the 93 high schools. The administrator made the following recommendations. These were:

1. Increase the requirements for credits for graduation from 16 plus one in physical education to at least 18 plus one in physical education;
2. Increase the number of additional methods by which credits can be obtained, including credit by examination, credit for courses taken simultaneously at institutions of higher learning, credit for correspondence courses, credit for off-campus experience;
3. Increase the social studies credit requirement from one credit to two credits;

4. Offer credit for such accomplishments as inter-scholastic sports, cheerleading, and music groups such as jazz band and/or driver education.

The recommendations were accepted by the board of education and plans were made for them to be incorporated in the forthcoming school year. Parents were very receptive to the recommended changes.

The M.B.O. model had been successfully applied and the objective was achieved.

Objective (5) -Better utilization of administrative work time

This objective had been established because administrators were too busy with their desk chores to do any planning or observation of classroom instruction. As a result, problems and "brush fires" were becoming so prevalent that they were unable to cope with them. In order for school administrators to keep up and stay ahead of the many tasks which were necessary in administering their school in today's changing society, the objective of time management had to be established with them in order for them to manage their time properly.

In applying the M.B.O. model, most of the administrators, except one, were able to identify time wasters, set up time logs and establish techniques to improve the utilization of their time for more needed administrative tasks. The administrators established criteria for measuring the impact of time wasters and developed solutions which would avoid the waste of their time.

The administrators adopted the suggestions that I had submitted to them on the use of time management. Time wasters identified were: telephone interruptions; drop-in visitors; meetings; crises; cluttered desks; ineffective delegation; involvement in too much detail; leaving tasks unfinished; and inability to say "no."

Administrators have done the following to improve the use of their available time.

1. They established a quiet hour of unavailability.
2. They improved the effectiveness of their secretaries.
3. They learned to delegate more.
4. They scheduled tasks by priority.

One administrator was unable to complete this objective because he stated that he had constraints in carrying out this objective. He stated that he would recycle this objective in the forthcoming year.

Administrators who successfully implemented this objective had more time to handle some of the tasks which were previously neglected. For example, they had more time to observe and supervise teachers. They had more time to relate to students and parents, and they had more time to plan for future activities.

Objective (6) - Investigate the study of weighting and ranking of grades at the high school

The objective was set up and the M.B.O. model was applied because parents wanted assurance that the present manner of determining class rank did not jeopardize their children's opportunity for placement in the college of their choice.

The administrator involved in this objective formed a committee to study this problem. A quality point system was devised and the first 100 students in the 1974 graduating class were reranked according to the course weighting. Advanced mathematics, science, and several English classes were assigned a weighted factor to each course. The results indicated that the number of students whose position in the ranking would have been substantially altered was judged to be relatively small,--only 4%. Because of this, no change was made in the weighting of grades at the Newington High School. Parents and the board of education were given the results, and they accepted the majority report recommendation not to make any changes at this time. The M.B.O. model was successfully applied and the objective was achieved.

Objective (7) - Test the academic competency of all grade eleven students in the areas of language arts, mathematics, science and social studies

The objective was set up and the M.B.O. model was applied because board of education members and parents wanted to compare the competency level of Newington High School students with national norms. No data had ever been supplied before.

An administrative team selected the appropriate standardized test and provisions were made for administering the test. The test was administered on April 15, 1975 and a summary and analysis of the test results were made. From this analysis a comparison was made of the academic competency of Newington High School eleventh grade students with national norms. The national average for the test results was in the 50th percentile and Newington students had test scores that were as follows:

1. In the area of science, Newington students achieved in the 84th percentile.
2. In the area of social studies, Newington students achieved in the 81st percentile.
3. In the area of English, Newington students achieved in the 78th percentile.
4. In the area of mathematics, Newington students achieved in the 75th percentile.

In the light of the test results, it was evident that Newington students ranked well above the national average. Data of test results was submitted to the Newington Board of Education. Both parents and board members were pleased with the results. They were satisfied that Newington students were above national norms in academic competencies of language arts, mathematics, science, and social studies.

The M.B.O. model was successfully applied and the objective was achieved.

Objective (8) - Give recognition to students who achieved Academically

The objective was set up and the M.B.O. model was applied because students who achieved well academically rarely were given any recognition. Parents had complained that only students who achieved in athletics were given recognition.

The high school principal, therefore, devised recognition forms for students who had achieved academically. (See Appendix J)

The high school principal also set up procedures for individual recognition of students who had achieved high grades. The procedures were as follows. All student grades were averaged. Students with a ten-quality point average received high honors. Students with an eight-quality point average received honors. The principal worked with members of the National Honor Society and encouraged them to purchase two display cases for the purpose of publicizing outstanding student achievement. Photographs and articles were posted in these cases. In addition, an honor roll was posted each quarter. Certificates of Achievement were awarded to students who made honors and high honors. Newspaper articles were written to publicize the achievement of honor students. An awards assembly was instituted to present awards to high achieving students.

Parents and board of education members were pleased with what was instituted. The M.B.O. model was successfully applied and the objective was achieved.

Objective (9) - To conduct a follow-up survey of the class of 1974

The objective was set up and the M.B.O. model was applied because the community and the board of education wanted to know what happened to its high school graduates. They were questioning whether students were being guided correctly.

Administrators who were assigned this objective formed a committee to set up procedures for the implementation of this objective. A questionnaire was composed and mailed to all students who had graduated in June of 1974. The committee had investigated similar questionnaires used by other school systems.

The questionnaire was mailed to 421 students. Data obtained from the survey was analyzed by the administrators. Results of the survey indicated that most students continued into some form of post high school education. Two Hundred and Ninety (290) of a class of 414 students were enrolled in post high school education. Only 14 of the class of 414 students, 3.3%, entered the armed services. The remaining graduates had obtained jobs.

Again the community and the board of education were satisfied. The M.B.O. model was successfully applied and the objective was achieved.

REVIEW OF M.B.O. MODEL BY SCHOOL ADMINISTRATORS IN OTHER SCHOOL SYSTEMS

In order to determine whether or not the M.B.O. model could be applied beyond the setting of the Newington School System, I requested interviews with school superintendents or assistant superintendents of a number of school districts situated in various parts of the State of Connecticut who were interested in applying the concepts of management by objectives.

The M.B.O. model that I had prepared and applied in the Newington School System was reviewed carefully by the various school superintendents. They were all very supportive of the model during the on-site visits. They stated that the M.B.O. model would be of tremendous assistance to their school districts.

Letters were submitted to me by the various superintendents extolling the merits of the model. Some of their letters stated the following:

> "I was impressed by the contents of your work and the very practical insights it provides working administrators."

> "...a most valuable educational measurement device and one which we can find extensive use for in our district."

> "The project is well conceived and executed and of high professional quality."

> "The organization of the model offers a format for the implementation of M.B.O. that is sequential and comprehensive."

> "...would be valuable for our system and would, in fact, improve our administrative capability."

"I particularly appreciated the thoroughness and sequencing of the steps in your plan and must relay favorable comments from our staff on its practicability."

"It will be of value to this school system and I would think to any school system concerned with management control."

"Your model will be of assistance to our district. Within the near future, we will attempt to incorporate the major concepts of your model and ideas into the public school system."

"I plan to inauguarate many of the features of this model during the 1975-76 school year. The model is one that I feel can be easily implemented by the management team of a school system."

"There is little question that your particular project is not only of apparent high quality, but it is also most timely in its presentation and availability."

"...you have captured, in very concise format, a process which would be extremely helpful for yourself and other administrators in the evaluation of administrators for whom they are responsible."

Copies of letters from over ten school districts written by superintendents or assistant superintendents of schools are included in the succeeding pages of this report attesting to the objectives of my practicum.

Comments Relating to

an M.B.O. Model

School Administrators

I found this to be an excellent and impressive document relating to management by objectives. It would be an outstanding tool with which to in-service those school districts not yet familiar with this evaluative technique and has much to offer those districts who wish to refine their procedures though they may already be using this approach.

Great and appropriate use is made of the appendix as a means of illustrating the points under discussion. Clear and concise examples are used throughout the paper.

I found the information in step 4 on pages 19, 20, 21 and 22, which related system wide goals and the various types of performance objectives, to be particularly meaningful, since often these inter-relationships are not always clear.

On page 24 in the third line from the bottom, I am pleased to see the word "helper" being emphasized, but on page 25 in the eighth line from the bottom the sentence starting with "The development of subordinates" could produce some hostility. There is no doubt as to the truth of the statement, but perhaps it can be put a little more delicately so that one does not feel to be inanimate and in need of being developed as an idea or project is developed.

In conclusion, I think what impresses me most about this document as I read it over, is how well Mr. Orsomarso actually lives this model through his own actions.

William R. Faulkner

OFFICE OF THE PRINCIPAL
NEWINGTON HIGH SCHOOL

DATE: June 26, 1975

TO: Mr. D. Frank Orsomarso, Assistant Superintendent

FROM: Principal

SUBJECT: Comments on "M.B.O. Model for School Administrators"

The "M.B.O. Model for School Administrators" is a succinct readable handbook which can readily be used as a practical tool by a school system to implement or to improve upon a management by objective operation.

Steps in the operation follow in a logical order; educational jargon has been done away with and those terms that are used are clearly explained. The addendum gives examples of goals, job descriptions and evaluative forms which have met the test of experience in a school system.

mf

DATE: June 27, 1975

TO: D. Frank Orsomarso, Assistant Superintendent of Schools

FROM: Assistant Principal

SUBJECT: M. B. O. Model for School Administrators

1. I found the structure of the Model very easy to follow from step to step. Having read page 10 of the model very carefully several times before I read any further, I found I was well acquainted with each step as I read through the model.

2. Each step was carefully explained in clear, concise language. Further, each step led logically to the next.

3. Definition of terms used in this model was a good technique, since it forced the reader to use the same definition as the author.

4. The inclusion of typical objectives I found to be of value, since these could be used to match against the text description.

NEWINGTON HIGH SCHOOL

DATE: July 9, 1975

TO: Mr. D. Frank Orsomarso, Assistant Superintendent

FROM: Assistant Principal

SUBJECT: M.B.O. Model

In reviewing your M.B.O. Model, I found it very easy to read and understand. The steps were outlined and discussed clearly, precisely and to the point. Your definitions of goals and objectives is very clear and should be a help in having people understand M.B.O.

The examples given in the appendix will prove to be of great value for someone who is just starting in this type of evaluation.

On page 31, in the last sentence, I believe the word "man" should be changed to "supervisor."

mf

June 19, 1975

Dr. Sam O. Kaylin
Associate in Practicums and Case Development
Nova University
College Avenue
Fort Lauderdale, Florida 33314

Dear Dr. Kaylin:

I have had the opportunity to monitor the Maxi II Practicum of Mr. D. Frank Orsomarso and can attest to the following:

1. Dr. Frank Orsomarso did in fact perform the work of developing An M.B.O. Model for School Administrators.

2. In my judgement, any school system can use this model to improve the effectiveness of its school administrators, and the Practicum does achieve the objectives it set out to achieve.

A number of years ago I was involved in the development of M.B.O. systems in a highly technical aerospace field. In the light of that background, I am doubly impressed with the results of Mr. Orsomarso's efforts and can attest to fact that he did work diligently on the project.

Sincerely yours,

John H. Conard
Executive Secretary

JHC:bmr
blind CC: Frank Orsomarso

DANBURY PUBLIC SCHOOLS
SCHOOL ADMINISTRATION BUILDING, MILL RIDGE
DANBURY, CONNECTICUT 06810
(203) 792-1100

PASQUALE F. NAPPI
SUPERINTENDENT

JOHN A. WOLFKEIL
ASSISTANT SUPERINTENDENT
INSTRUCTION - CURRICULUM

CARL A. LA MAR
ASSISTANT SUPERINTENDENT
MANAGEMENT SERVICES

July 8, 1975

Dr. Sam O. Kaylin
Associate in Practicums and
Case Development
Nova University
College Avenue
Fort Lauderdale, Florida 33314

Dear Dr. Kaylin:

I have had an opportunity to review and evaluate the Maxi II Practicum of Mr. D. Frank Orsomarso, and believe that I am able to attest to the following:

1. Mr. Orsomarso did actually perform the work represented in his submission of "An M.B.O. Model for School Administrators".
2. I believe that our school system, as any other, can make use of the model.
3. The practicum achieves its objective. Its use should help improve the effectiveness of school administrators.

I was impressed with the effort put forth by Mr. Orsomarso in the development of his practicum and can attest that he did work diligently on the project.

Respectfully,

Pasquale F. Nappi

Pasquale F. Nappi
Superintendent of Schools

PFN:mlc

Bl. Cc: Mr. Orsomarso ✓

PUBLIC SCHOOLS OF NEW BRITAIN
ADMINISTRATION BUILDING
NEW BRITAIN, CONN. 06050

MARIE S. GUSTIN, Ph. D.
SUPERINTENDENT OF SCHOOLS

27 HILLSIDE PLACE
PHONE 224-9121

June 25, 1975

Mr. D. Frank Orsomarso
Assistant Superintendent
Newington Education Dept.
131 Cedar Street
Newington, Conn. 06111

Dear Mr. Orsomarso:

It was with pleasure that I had an opportunity review your commendable project titled, An M.O.B. Model for School Administrators. I was impressed by the contents of your work and the very practical insights it provides working administrators.

I have shared my views with Dr. Marie S. Gustin, Superintendent of Schools that this district can certainly utilize these insights you provided. I believe the clarity of your writing, your developmental approach and your documentation have made this a most valuable educational measurement device and one which we can find extensive use for in our district.

Again, thank you for sharing this evaluation project with the New Britain School District. May I convey the personal appreciation of Dr. Marie S. Gustin in this regard.

Sincerely,

Carl R. Venditto
Assistant Superintendent for Personnel

/lc
cc: Dr. Marie S. Gustin

Department of Education
29 Main Street
Cheshire, Connecticut 06410

STEPHEN AUGUST
SUPERINTENDENT OF SCHOOLS

ANTHONY V. ESPOSITO
ASSISTANT SUPERINTENDENT

FRANCIS ROST
ASSISTANT SUPERINTENDENT

June 27, 1975

Mr. D. Frank Orsomarso, Assistant Superintendent
Newington Education Department
131 Cedar Street
Newington, Connecticut 06111

Dear Mr. Orsomarso:

This letter is in reference to the MBO Model for School Administrators that you have constructed for use in public schools. The project is well conceived and executed and of high professional quality.

It is our intention here in Cheshire to use this model for the implementation of MBO, and it is also my intention to commend it to fellow superintendents in the New Haven area. I believe other administrators will find your MBO model useful as MBO is applicable to the current thinking in the administration of public schools today.

I wish to thank you for your professional courtesy in giving me the opportunity to read and use your MBO model.

Sincerely yours,

Stephen August

Stephen August
Superintendent of Schools

SA/mh

WINDSOR LOCKS PUBLIC SCHOOLS

FIFTY CHURCH STREET
WINDSOR LOCKS, CONNECTICUT 06096
AREA CODE 203-623-2691

Peter D'Arrigo, Ed. D.
Superintendent of Schools

June 30, 1975

Mr. Frank Orsomarso
Newington Education Dept.
131 Cedar Street
Newington, Conn. 06111

Dear Mr. Orsomarso:

I am pleased to receive for review a copy of "An M.B.O. Model For School Administrators". The organization of the model offers a format for the implementation of M.B.O. that is sequential and comprehensive. The model further offers a number of meaningful concepts and ideas important to a successful M.B.O. program.

During this new school year the model you present will serve as a reference in the development of a management program for the Windsor Locks Public Schools. I will feel free to call upon you in its development.

Thank you for your interest and assistance.

Very truly yours,

Peter D'Arrigo

Peter D'Arrigo
Superintendent of Schools

PD:pal

EAST GRANBY PUBLIC SCHOOLS

EAST GRANBY, CONNECTICUT 06026

LAROY M. BROWN
SUPERINTENDENT OF SCHOOLS
TEL. 653-6486

88

July 3, 1975

Mr. D. Frank Orsomarso
Assistant Superintendent
Newington Public Schools
131 Cedar Street
Newington, Connecticut 06111

Dear Mr. Orsomarso:

I have reviewed your M.B.O. Model for administrators and have discussed it with members of our staff.

Use of this management tool, modified to fit East Granby, would be valuable for our system and would in fact improve our administrative capability.

I particularly appreciated the thoroughness and sequencing of the steps in your plan and must relay favorable comments from our staff on its practicability. In fact, we saw some material we could use now to improve our existing M.B.O. procedures.

Thank you for sharing the model with us.

Sincerely yours,

Laroy M. Brown

Laroy M. Brown

LMB:ibp

NEW MILFORD PUBLIC SCHOOLS

NEW MILFORD, CONNECTICUT 06776
354-3335

STANLEY J. SETEAR
Asst. Supt. of Schools

DANIEL E. CENTER, JR.
Superintendent of Schools

July 3, 1975

Mr. D. Frank Orsomarso
Assistant Superintendent of Schools
Newington Public Schools
Newington, Connecticut 06111

Dear Mr. Orsomarso:

Thank you for the copy of the MBO model.

It will be of value to this school system and I would think to any school system concerned with management control.

Many of the components of the model appear to be compatible with concepts and principles I learned while taking the basic management course of the American Management Associations this year.

Very truly yours,

Daniel E. Center, Jr.
Superintendent of Schools

DEC:es

AVON
PUBLIC
SCHOOLS

July 2, 1975

Mr. D. Frank Orsomarso
Assistant Superintendent of Schools
Newington Public Schools
Town Hall
131 Cedar Street
Newington, CT 06111

Dear Mr. Orsomarso:

I have received your model of MBO (management by objective) for school administrators, and studied every aspect of it very carefully. I must say in all honesty that I compliment you on the extensiveness of the model and the depth and perception that was exhibited in all facets of the program.

Your model will be of assistance to our district. Within the near future, we will attempt to incorporate the major concepts of your model and ideas into the public school system.

It has been recently that we attempted to start some in-service training among our administrators within the district. I am sure the information you supplied in your model will serve as a valuable assistance in helping us lay out our plans for future development.

My sincere appreciation for your copy of the model.

Sincerely yours,

Justino G. Penna
Assistant Superintendent

kjd

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July 3, 1975

Mr. D. Frank Orsomarso
Assistant Superintendent
Newington Public Schools
131 Cedar Street
Newington, Conn. 06111

Dear Mr. Orsomarso:

I have read carefully your Maxi II Practicum regarding an M.B.O. Model for School Administrators.

A modest effort has been made toward an M.B.O. process for the administrators in the Orange Public Schools. Therefore, I have found the model to be extremely valuable and timely.

I plan to inaugurate many of the features of this model during the 1975-76 school year. The model is one that I feel can be easily implemented by the management team of a school system.

I appreciated the opportunity to review the model.

My best wishes for a successful completion of your project.

Sincerely,

Vincent C. Cibbarelli

Vincent C. Cibbarelli
Superintendent of Schools

VCC:ea

Rocky Hill Public Schools

Rocky Hill, Connecticut 06067

July 3, 1975

D.Frank Orsomarso, Assistant Superintendent
Newington Education System
Town Hall
131 Cedar Street
Newington, Conn. 06111

Dear Frank:

While I have not had time to completely analyze your model on M.B.O., I find that many of the tenets are things that we, particularly in our administrative area, have been searching for. We are headed in this direction and your project is of instantaneous value to us in our development of this concept.

Sincerely yours,

James F. Quigley
Supt. of Schools

JFQ/m

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PRINCIPAL
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NEACSS
ESTABLISHED IN 1885

ENFIELD PUBLIC SCHOOLS
LOUIS MAGER ED.D., SUPERINTENDENT OF SCHOOLS

July 7, 1975

Mr. D. Frank Orsomarso, Assistant Superintendent
Newington Education Department
131 Cedar Street
Newington, Connecticut 06111

Dear Mr. Orsomarso:

Thank you for the opportunity to review the MBO Model for School Administrators that you have prepared for use in public schools. There is little question that your particular project is not only of apparent high quality, but is also most timely in its presentation and availability.

We in the Enfield Public Schools are now in the midst of preparing similar data and material in an effort to relate in more substantive ways to the administrative staff. I find that your presentation possesses valuable insights presented in a clear, understandable fashion. We in Enfield are looking forward to the possible use of your material as a basis for our continuing study in the development of a similar model for school administrators here in Enfield.

I would like to thank you for sharing this particular document with us and look forward to further discussion with you on pertinent issues as they arise.

Thank you for your interest and assistance.

Sincerely,

Louis Mager
Superintendent of Schools

LM:clp
cc: Mr. Torre, Assistant Supt. of Schools

27 SHAKER ROAD · ENFIELD, CONNECTICUT 06082 · TEL: (203) 745-2545

DANBURY PUBLIC SCHOOLS
SCHOOL ADMINISTRATION BUILDING, MILL RIDGE
DANBURY, CONNECTICUT 06810
(203) 792-1100

PASQUALE F. NAPPI
SUPERINTENDENT

JOHN A. WOLFKEIL
ASSISTANT SUPERINTENDENT
INSTRUCTION - CURRICULUM

CARL A. LA MAR
ASSISTANT SUPERINTENDENT
MANAGEMENT SERVICES

July 8, 1975

Mr. D. Frank Orsomarso
Assistant Superintendent of Schools
Newington Education Department
131 Cedar Street
Newington, Connecticut 06111

Dear Frank,

I have had an opportunity to review and evaluate your publication, "An M.B.O. Model for School Administrators", and I am impressed by the concise and informative manner in which you have developed it. I believe that it can be a valuable tool for use by administrators in the Danbury Public Schools, and with you permission, I would like to share it with them.

I believe, also, that other school systems could find it a valuable tool in improving the effectiveness of their administrative personnel, and recommend it to them for their consideration.

Respectfully,

Pasquale F. Nappi
Superintendent of Schools

PFN:mlc

GRANBY PUBLIC SCHOOLS
TOWN HALL
GRANBY, CONNECTICUT 06035

PASQUALE E. STARBLE, *Superintendent*
Telephone: 203–653-2583

July 9, 1975

Mr. D. Frank Orsomarso
Newington Education Department
131 Cedar Street
Newington, Connecticut 06111

Dear Frank:

I have read "An M. B. O. Model for School Administrators" with great interest and pleasure. It would seem that you have captured, in very concise format, a process which would be extremely helpful for yourself and other administrators in the evaluation of administrators for whom they are responsible.

We in Granby have worked with M. B. O. with our administrators for several years, yet your model has given us new insights and strategies for further refinement of our process. A very significant characteristic of the model is its ease of reading and clarity of thought. A school system starting out on M. B. O. would find your model useful as a guideline for development of its own unique M. B. O. process.

I wish you success with your personal application of the model. At a later date I shall report to you how our process has been refined in light of your model.

Sincerely,

Pasquale E. Starble
Superintendent of Schools

PES:bh

BETHANY PUBLIC SCHOOLS

Peck Road
Bethany, Connecticut - 06525
Telephone 393-2234

ADMINISTRATION
nklin P. Plummer, Superintendent
lliam L. Honan, Supervising Principal
ph Battista, Guidance Counselor

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July 15, 1975

Mr. D. Frank Orsomarso, Assistant Superintendent
Newington Public Schools
131 Cedar Street
Newington, Connecticut 06111

Dear Mr. Orsomarso:

The Bethany Administration has studied your MBO model at length. This comes at a most opportune time for the school system, in that we are just beginning to develop job descriptions from which we will establish measurable objectives.

Your most excellent work has provided us with a beginning format. We are considering your step by step approach as the vehicle by which we will develop an MBO system for our small school.

I personally found your "list of content" for an objective to be especially helpful. The Preto principle as explained, lends it self to the solution of a problem (trivia vs significance) which is all to common in Bethany. With our decreasing enrollment and drop in staff, it is even more important that we get maximum efficiency from each individual.

Again, let me thank you for bringing this report to my attention and commend you for producing a document which will be of great assistance to the Bethany Public Schools.

Sincerely yours,

Franklin P. Plummer
Superintendent

FPP/em

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July 15, 1975

Mr. Frank Orsomarso
Newington Education Department
131 Cedar Street
Newington, Connecticut 06111

Dear Mr. Orsomarso:

I am certainly pleased to have the opportunity to review your copy of "An M. B. O. Model for School Administrators."

The past year has been a very difficult one for me in that I spent most of my time reacting to crises. This, unfortunately, is usually the case in city school systems. Nevertheless, in reviewing your work, it gave me the opportunity to think about the more positive aspects of public education. It truly was a growing experience for me.

It is my intention, in the near future, to interest some of my fellow administrators to embark on a more systematic way to manage our affairs. Your work truly holds promise in that it is concise, well-written, and easy to follow.

I would like to feel free to call on you in the future, as my plans unfold.

Very truly yours,

GERALD E. BARBARESI
Acting Superintendent of Schools

GEB/dd

WINDSOR
PUBLIC
SCHOOLS

PAUL J. SORBO, JR.
SUPERINTENDENT OF SCHOOLS

9 September 1975

Mr. Frank Orsomarso
Assistant Superintendent
Newington Public Schools
131 Cedar Street
Newington, Conn. 06111

Dear Mr. Orsomarso,

This letter is in reference to the M. B. O. Model for School Administrators which you have constructed for use in the public schools. The Model is very impressive and of high professional quality.

It is my intention to use your Model in developing a program within the Windsor Public Schools. I believe your Model provides the basic requirements for establishing an M. B. O. program to make school and district-wide decisions. Without a doubt, it is a document that should prove valuable to any public school district in the State of Connecticut.

I wish to take this opportunity to thank you for sharing a copy of the M. B. O. Model for School Administrators with me and the courtesy of being able to use it within the Windsor Public Schools.

Best wishes for the future.

Sincerely yours,

Paul J. Sorbo, Jr.

Paul J. Sorbo, Jr.
Superintendent of Schools

PJS:jc

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EVALUATION - ASSESSMENT OF MAXI II PRACTICUM

The evaluation of this practicum was carried out in the following manner.

1. An M.B.O. model was developed and designed by me.
2. It was successfully applied to selected Newington school administrators who have stated in writing that the model was of great value to them. Data submitted by the Newington school administrators as illustrated in the appendices of this report is evidence of the successful application of the M.B.O. model.
3. School administrators in other school districts reviewed the M.B.O. model after on-site visits by me. My purpose was to assist these school administrators in the development of Management Objectives. I received letters from them stating that the M.B.O. model can be of assistance to their school districts. Many also stated that with the help of this model many of these school districts started to develop M.B.O. systems.
4. Appraisal forms and procedures were developed based on management by objectives. Forms and their applications are demonstrated in the appendices of the report.

PRACTICUM EVALUATION

Practicum Objectives	Practicum Activities	Evaluation Results
1. To develop and design an M.B.O. system for school administrators	1. Designing the model a) through the acquisition of information concerning M.B.O. (1) Attending American Association of School Administrators National Academy (2) Attending conference on P.P.B.S. M.B.O. conducted by Dean Harry Hartley of the University of Connecticut. (3) I was formerly a student of Peter Drucker while attending Graduate School of Business Administration at New York University. 2. Development of model a) During the month of October of 1974 I developed in writing an M.B.O. model for school administrators	1. On December 15, 1974 the M.B.O. model in its entirety was designed and developed and made available to the following Newington school administrators. a) High School Principal b) Three Assistant High School Principals c) One elementary Principal 2. On May 1, 1975 model in its entirety was made available for mailing to various school superintendents in the State of Connecticut. On-site visits explaining model were made in June of 1975.

PRACTICUM EVALUATION

Practicum Objectives	Practicum Activities	Evaluation Results
2. To apply the M.B.O. model to selected Newington school administrators.	1. Random selection of school administrators for application of model. Model was applied to a) High School Principal b) Assistant High School Principals c) One Elementary Principal 2. Orientation meetings were held with above administrators in the fall of 1974 to explain how the model was to be applied. 3. Took administrators to New York City to attend workshop on M.B.O. conducted by Dr. Harry Hartley. 4. Initial conference was held with above administrators to set performance objectives in fall of 1974. 5. Interim conferences held during year. 6. Final conferences were held in June.	1. Statements by Newington school administrators regarding the application of the M.B.O. model to develop management objectives.

PRACTICUM EVALUATION

Practicum Objectives	Practicum Activities	Evaluation Results
3. To assist school administrators in the development of management objectives.	1. Identifying performance objectives 2. Workshops to assist administrators in selecting performance objectives or job targets. 3. Individual conference with school administrators stressing individual job responsibilities and systemwide goals. 4. Taking administrators to conferences relating to M.B.O.	1. Actual setting forth of management objectives by administrators as illustrated in appendices. 2. Submission of M.B.O. model to various school superintendents for review. 3. Receipt of letters from school superintendents stating value of model in assisting their school districts to develop management objectives.

PRACTICUM EVALUATION

Practicum Objectives	Practicum Activities	Evaluation Results
4. To develop administrator appraisal forms and procedures based on M.B.O.	1. Attendance of M.B.O. conferences. 2. Workshops in Newington which were held to review appraisal forms and procedures. 3. Submission of completed M.B.O. model for review by outside evaluators	1. Statements and letters received from superintendents of other school districts attesting to the value of model which utilized appraisal forms and procedures. 2. Statements and feedback received from outside evaluators.

Value of Effort

The practicum demonstrated that management by objectives could be utilized by school administrators to correct deficiencies in their school system and provided a reasonable procedure through which change and direction could be facilitated.

As a result of the various techniques and activities used to develop an M.B.O. model and to implement this practicum, the school system derived a number of values through this process.

1. Administrators developed better communication techniques with their staff and supervisors
2. It had the effect of unifying the organization.
3. It provided a leadership approach which provided direction for the school system.
4. Administrators were able to determine which tasks deserved priority attention to achieve the purposes and objectives of the organization.
5. It permitted staff to participate in the decision-making process.
6. It demonstrated how a high degree of flexibility can go into decision-making procedures.
7. It demonstrated how M.B.O. is most effective in helping to devise and implement strategies for change.
8. Effort demonstrated more effective management procedures.

The practicum also demonstrated that an M.B.O. model can be valuable to other school systems.

IMPLICATIONS FOR FUTURE DIRECTIONS

Adoption of M.B.O. for administrators in a school system could result in the expansion of the concept to other levels of professional and non-professional participation. An administrator who experiences success through management by objectives might use the system with his teaching staff. Teachers, in turn, can use it with their students. There is no reason why M.B.O. cannot be profitably applied by teachers in the evaluation of aides; by boards of education in addressing their own management roles and operating policies; by clerical, maintenance, and food service supervisors. Every employee can use M.B.O. to improve his performance. Hence, the adaptation by a school system of management by objectives by the administrative staff could result in an enlargement and expansion to other areas of the school system.

Another implication for future study might be the compensation of school administrators based on M.B.O. performance only. Can M.B.O. be used as a basis for merit pay of school administrators? Can an administrative team function in a collegial relationship when merit pay is applied?

The above questions could not be answered, since this practicum could not concern inself with this issue.

The purpose of this practicum was to design a conceptual M.B.O. model to be applied to a selected group of Newington administrators, and to determine the possible use of the model in other school systems. The objects set forth in this practicum have been accomplished.

APPENDICES A-S WERE REMOVED FROM THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE.

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